OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION

# CANADIAN CAMPING

*April 1963*, TORONTO, CANADA

CANADIAN CAMPING ASSOCIATION INCOMING EXECUTIVE

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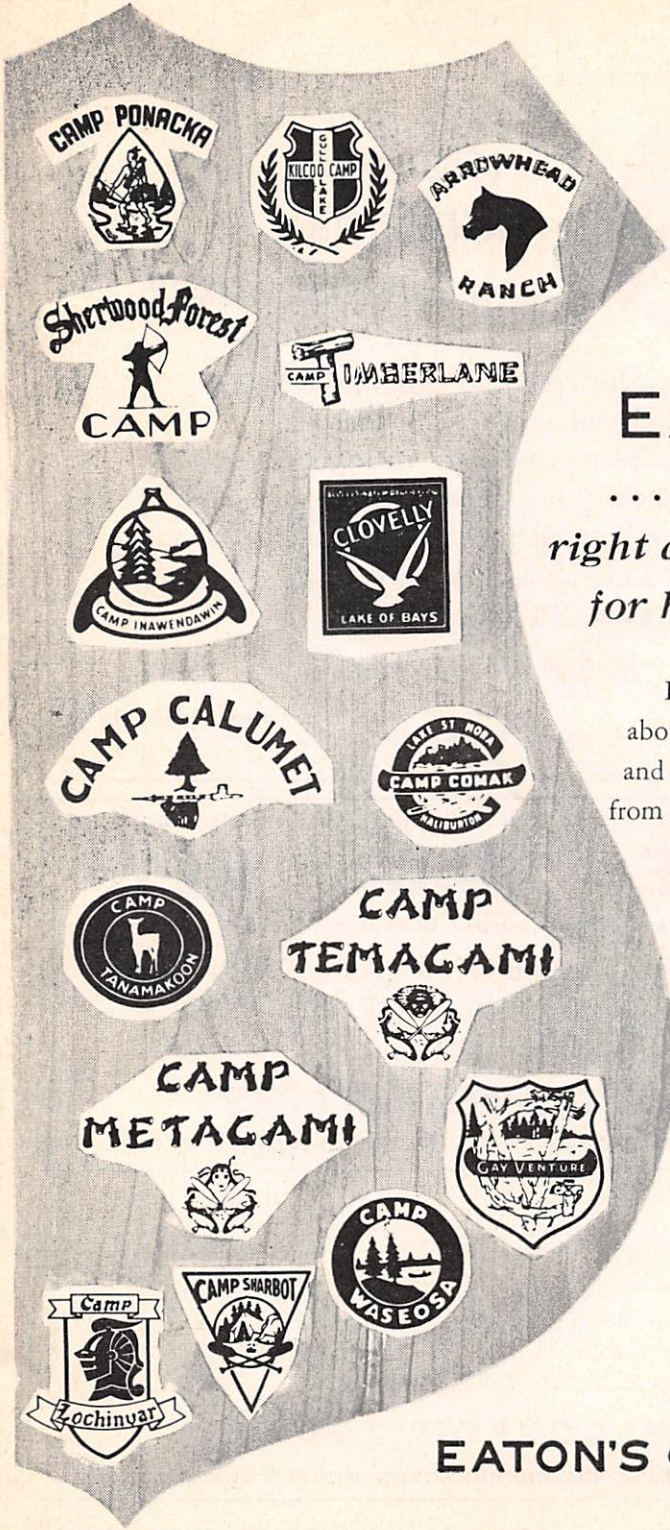


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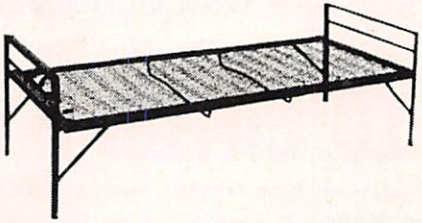

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# CANADIAN CAMPING

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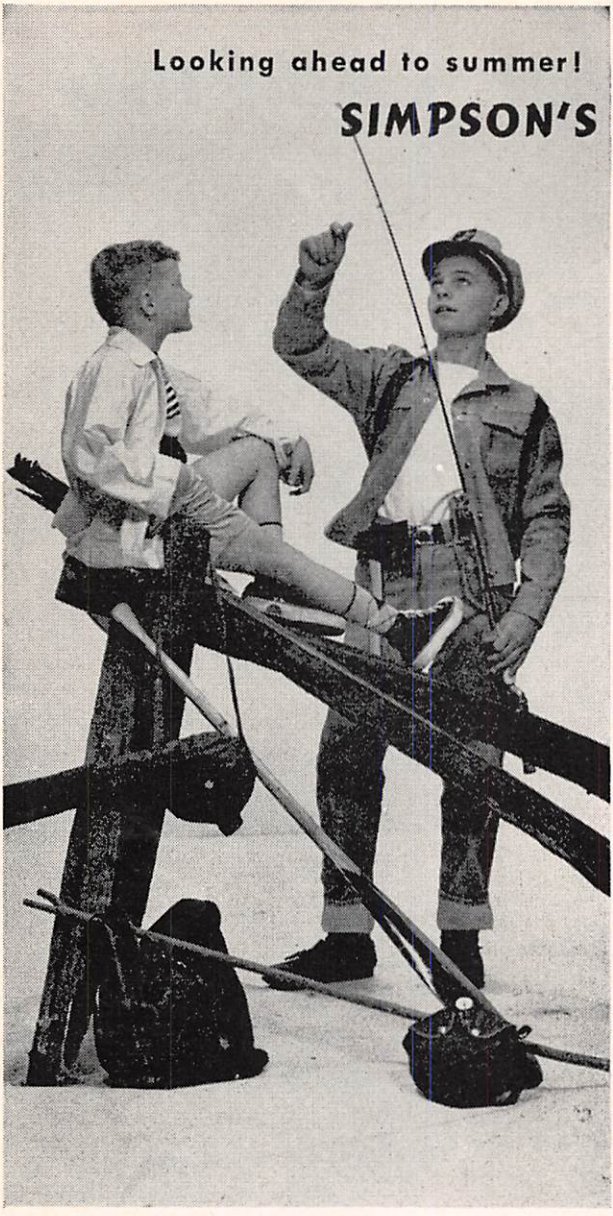

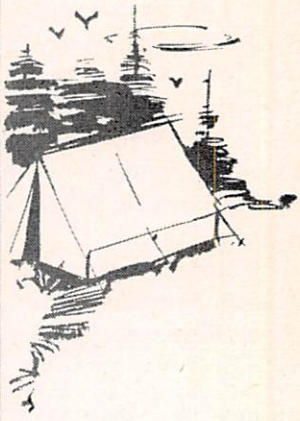

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# THE VICE-PRESIDENT'S PAGE

## LET'S GET BACK TO THE CAMPERS

*by Barry G. Lowes,*
*Vice President CCA, Ontario*
*Director, Camp Timberlane.*

"Chief, the water is off in the senior section."

"Chief, the meat hasn't arrived yet and we need it for supper."

"Chief, the tile bed is breaking out again."

"Chief, we need more craft supplies for the all-day programme on Tuesday."

"Chief, the motorboat is out of commission again and the milk is at the landing."

"Chief, Harry just phoned in, the camp truck has broken down near the Park gate."

In recent issues of the magazine we have had some interesting articles written entitled, *Why I Direct a Camp.* None of them mentioned tile beds, solving plumbing problems, food deliveries, and the hundred other minor crises that the camp director faces daily. When a camp director gets out of bed in the morning he knows that he will have to face many problems. He has no idea what they will be, but he can be sure that a number of things will crop up every day.

Camp directors become camp directors because they enjoy camping and working with people, particularly children. However, in conversation with other camp directors, I find that most are concerned by the fact that the demands of plumbing and logistics are taking them further and further away from the campers.

The camp director climbs out of bed in the morning full of hopes and aims for the day, but all too often he soon finds himself bogged down in the mundane, the routine and the technical aspects of camping. He loses touch with the campers in the morass of minor crises through which he must slog each day.

There is no denying that these crises are real and immediate: "no meat, no eat", a backed-up tile bed, a broken motor, these are things that can't wait. So Johnny has to wait. The camp will not stop if Johnny is put off until the water is put on. I submit that the camp world may not stop but Johnny's may. Johnny's problem is just as urgent, just as immediate and just as critical as the others. It just isn't so obvious.

Camp directors seem to be withdrawing unwittingly, or are being forced further and further away from the campers. The bigger the camp, the sooner this happens and the more often it happens.

Isn't it time that we, as camp directors, cried "Whoa"? Isn't it time that we threw off this yoke and broke out of this mud-hole of chores, these small cancers that gnaw away at our time? Isn't it time that we took an honest look at how we spend our time and why we are directing camps?

Isn't it true that the director probably knows and understands the children at his camp better than anyone else? Isn't it true that he has probably had more experience than any other staff member at working with people? And yet, he delegates these most important roles to assistants. These internes apply the band-aids, the salve,

*turn to page 115*

# CAMPING - -

## EDUCATION FOR LIFE

*by Lorne E. Brown*
*Co-Director, Camp Deka, B.C.*

This article is based on the opening address given at The Canadian Camping Association Annual Meeting and Sixth Annual Camp Directors' Seminar sponsored by The Alberta Camping Association.

Your Committee has suggested that we deal with "Programme" and "Programme Typing" in this session. I should like first to explore what is prerequisite and basic to programme: our philosophy of camping. If all of us take nothing more from this Seminar than the strong determination to return to our individual camps and evaluate our programme objectively in terms of some of the basic issues to be raised here, then it will be well justified.

If we examine the current scene as shown by our western society, we find that automation and electronics have taken over more and more of man's work, and with it many of those activities that make his life purposeful. There has been a mass exodus from rural to city settings. This has created problems—the affluent society, crowding, pressures to conformity, disintegration of family life, world tensions, etc. Then there are the great mass media of today, using all the resources of modern psychology to influence man's behaviour at an ever-increasing rate.

Grattan O'Leary, our Canadian journalist, observes that "We have today all facts and no knowledge; all specialization and no wisdom; all know how and no know why; all signposts and no destination". These are strong words.

Many of us regret the lack of values among young people, those sources of strength that could help them in their personal development. Someone has suggested that these values include new experience, recognition, security, health, something to do, a sense of gladness, peace of mind, friendships, satisfaction in work done, zest.

Where but in a resident camp can these values be found? Compare the simplicity of the new experience of paddling a canoe on a glassy lake with that of hot-rodding a high-powered car. How does one become recognized in a high school of 2,000 pupils? How easily may this be done in the cabin group where each camper is important and necessary to the other. Camp can be a place where real consistency of values is to be found, where all must practice the things necessary for the simple life which bring a sense of security and confidence. The sense of fatigue that comes at the end of a difficult hike, the feel of cold water on the body, the warmth of sun and exhilaration of a wind—such things bring gladness to the human mind and soul.

Friends become real and meaningful as we come to depend more and more on each other. Co-operation is more important than competition in camp, satisfaction comes from service to others, the moment when campfire flames give way to dying embers is one of contentment after a full and active day. The zest of appetites made keen in the open air, the sense of well-being that comes after exertion, the exhilara-

tion of new and challenging experiences—such things strengthen young bodies and clear young minds for meeting the problems of life that lie ahead.

Man was not intended to be an indoors animal. Nor is it in his heritage to have activity, risk and hard work removed from his everyday life. To have the satisfaction of accomplishing something worth while and meaningful to him as an individual is hard to come by today. Man must create something even if it is the simplest of things.

Modern society has brought with it a number of problems that man's past experience down through history does not equip him to solve. Where in our society do we give our young people an opportunity to have these problems discussed in an intelligent manner? As President MacDonald of the University of British Columbia has said, "How do we prepare these young people for making a living *and* for life? What good is a technical education or a professional one if the people we educate have not been prepared with the attitudes and concepts that will help them face some of the problems of living in our society?"

Many say the home should do this. Are we as parents prepared and secure enough to realize that many of our certainties must be discarded, concepts changed, attitudes modified before we can prepare children for tomorrow's world? Dr. Brock Chisholm has said, "The children of today must not turn out to be like their parents and their grandparents. That would be disastrous . . . The ability to live harmoniously in a changing total environment is a new requirement for today's citizen. To live harmoniously is going to be very expensive indeed—in terms of some of our loyalties and beliefs, some of our comforts and even some of our sovereignty."

Can our schools provide the setting and climate for open discussion of real and controversial issues? Dr. Seeley, sociologist at York University, Toronto, does not think so when he says "The school's central function is to tell the child the way the world is. All else it does with distinction. This it fails to do." Why must we keep from children such things as the facts and implications of sex in our lives, the nature of their own natures, the kind of social class in which they live, the power of big money and big business? The reactionary tone of the recent Royal Commissions on Education of the four western provinces in wishing to get back to the 4-Rs shows little evidence of bringing the curriculum to grips with today's problems.

Are our churches meeting present-day children's needs by providing a setting where they may question and analyse, and build concepts in keeping with their experience of the world around them, or are we clinging to beliefs and dogmas of the past?

I wonder, sometimes, how and where in our modern society we are going to find the institutions that will provide the opportunity for children to be truly educated. Then I turn to the resident camp where it seems we might have the ideal environment for such an education. Here are a few observations that may help us to provide a camp programme where children could be more adequately educated for life.

1. *Camping can be Education in its best sense*

What is mean by learning? To learn is to live—something lived is something learned so it can be recalled when necessary. Living in the out-of-doors, then, can be truly educational. It is not hard to recall swimming across a mountain lake, paddling a canoe at sunset, sleeping in the open under a starry sky. Compare the learning and what is recalled here with that which is often attempted in a formal schoolroom's artificial setting. Outdoors

learning leads to equally important objectives of real education: self-realization, enriched living, social maturity.

2. *Camping can provide opportunity to experience the concept that co-operation is perhaps equally important to competition.*

In few areas of our lives has there been more shallow thinking than in our concepts of competition as it relates to the life of man. History books stress the fact that competition is at the heart of survival. Darwin perpetuated, I think without intent, the idea that only those animal forms that could successfully compete with other forms could survive. On the other hand, anthropologists and sociologists such as Margaret Mead and Ruth Benedict have given us popularly written books pointing out that there are societies, even today, where no competition exists, and they are highly successful in terms of living. My plea is this: accept competition as a part of life, but let us not feel that it is the only or even the most important part.

In camp we have an unequalled opportunity to let the camper see nature in its co-operating mood. Not all things in nature are competitive. Birds find shelter and food among the branches of trees; fragile plants are protected by the shade of larger plants under which they grow. Then, too, can we not let children experience the satisfaction that comes from achievement without thought of reward? Do we always have to give points or stars or awards at camp? Must we have canoe races when there is an unexplored lake just around the corner?

3. *Camping can improve the child's total health and fitness.*

Outdoor recreation can provide purposeful activity to offset the tendency to sedentary living, where not only muscles can benefit but a camper's whole being can be refreshed and stimulated.

4. *Camping can satisfy the child's spiritual needs.*

The literature, art and music of most cultures is filled with evidence that man moves to the out-of-doors to fulfill and refresh his inner self.

5. *Camping can bring about a greater realization of the democratic way of life.*

Origin, material possessions, or social level mean little when hiking the long trail. Nature is the great leveller: she accepts only those who learn to live with her. Respect for the simple, yet essential skills of wresting a living from nature comes to all who combat the elements. Then, where better than around the camp fire or on an out-trip can opportunities be provided for open and honest discussion about important things? Why not raise the questions that come to mind, topics that relate to life and values and attitudes, and bring out the best in the young, inquiring mind?

6. *Camping in small or larger groups can greatly enhance social maturity.*

Where else than in group living outdoors can social development take place at such an accelerated rate? All get opportunities to develop socially, to be responsible, and to share actively in a wide variety of conditions which enrich experience.

7. *Camping can meet the child's need for adventure.*

Man has been relegated to an almost inconsequential role in meeting his basic needs—food, clothing, and shelter. Yet a truly happy person needs adventure; and a child, in order to develop self-confidence, must have "risk" play. Learning to live and be skilled in outdoor activities should develop the judgment, the responsibility and the ability to participate in venturesome activities without undue risk.

8. *Camping can meet the child's need for creativity.*

Many of the anti-social activities seen in society today may be partly caused by lack of opportunity to create with one's own mind and hands. Our schools, by tradition, often frown on the child who attempts to be creative or different from others. Outdoors we can create all manner of things: build a fire, cook a trout, construct a shelter, plant a seed, track a deer; such activities bring a deep and fundamental satisfaction to us.

My closing theme is—*Camp should provide a child with a "Child's World".* Let me quote from Robert Hill in the American Camping Magazine: "Children are given little opportunity to run the world in which they find themselves. If we are anxious to help them become able adults interested in, and capable of controlling themselves, their society and the world, it is important we give them opportunities in childhood to do just this."

We do not give them this chance if we impose adult standards on children at camp. Certainly direction and firmness are necessary at times, but in camp we have the chance to relax somewhat from the more formalized standards children face at every turn in normal life. Let us not be over-meticulous about such things as cleanliness.

Do we not tend to organize our camps too much? Children need time to "let the spirit catch up on the body". We all become different persons when we are alone. Time for loafing, time for free choice of activity, time for wandering or "just fishin' ". Now this is quite different from having nothing for the children to do. As well as time for freedom and choice, we must provide the climate and atmosphere for such opportunities, otherwise free choice time may end up in boredom, mischief, and even homesickness.

Might I suggest that *the child must be involved in the camp.* Let him help with the planning so that he finds it worth while to plan. We can gain insight into his needs too if we let him decide what to do. *We must listen to children*: We hardly listen to each other any more. *We must create the environment where children are free to be original.* Children are very flexible; let us recognize the importance of being able to change our plans. We must respect their capacities; we must expect failures for we can all learn from them too.

This is a much more difficult approach than the traditional one of telling the child what to do. But consider how it is that a child learns:—

Thus a child learns: by wiggling skills through his fingers and toes into himself; by soaking up habits and attitudes of those around him; by pushing and pulling his own world.

Thus a child learns; more through trial than error, more through pleasure than pain, more through experience than suggestion, more through suggestion than direction.

Thus a child learns: through affection through love, through patience, through understanding, through belonging, through doing, through being.

Day by day the child comes to know a little bit of what you know; to think a little bit of what you think, to understand your understanding. That which you dream and believe and are, in truth becomes the child.

As you perceive dully or clearly; as you think fuzzily or sharply; as you believe foolishly or wisely; as you dream drably or goldenly; as you bear false witness or tell the truth—thus a child learns.

THUS A CHILD LEARNS—from the First Yearbook, American Association for Health, Physical Education and Recreation.

—•

# ON BEING A LEADER

*Kirk A. Wipper,*
*Camp Kandalore*

Being skillful in an activity does not necessarily mean that you are a good activity leader. Developing skills in others that will contribute to their happiness and welfare demands understanding and experience.

In the first place, it is important to recognize the goal of imparting skills at camp. Excellence of performance is not the first consideration. Activity leadership is concerned with a more significant objective, that of contributing, through the activity, to the growth of boys and girls. The activity is the medium through which growing campers find room for expression of latent talents, for healthy release of tensions and frustrations, for learning about themselves and others, for inspiration and joy, and generally for progressing in the adventure of growing up. A sensitivity to this larger purpose of using the activity and the learning of skills as a tool is really what differentiates activity leadership from plain instruction, where training is the aim.

It is obvious, therefore, that much is demanded of the activity leader. Here is an individual who must be sensitive to the requirements of the group and the individuals in it so that program content and method can be adapted accordingly. This ability can be acquired through observation, experience, study and, of course, a sincere interest in the campers. Although this may appear to be a formidable task it is not without reward. A leader who is able to reach the high objective outlined above will find a happiness of an abiding nature. He has been instrumental in making a significant contribution to the camper's development.

The target being established, it is now fitting to consider ways and means of procedure. It will be assumed that the leader has taken the opportunity to find out about the campers who may be coming to him. This may have been accomplished by consulting the counsellors, camper files, section heads, or by observation of the campers in other situations. With this accomplished there are generally five steps to pursue. These consist of explanation, demonstration, execution, correction and repitition and, finally, recreational application. To what may appear to be a rigid framework, the instructor brings all the flexibility his originality and initiative will allow him. This is the activity leader's duty.

Explanation involves motivation. The leader, through his example and *brief* introductory observations, should inspire the interest and attention of his group. The reasons for learning the particular skill in question should be well understood by the camper. Ques-

tion and response is good technique here. Members of the group then have a stake in things. If no logical purpose exists for a skill, perhaps it should be deleted.

In the matter of demonstration the leader should have arranged ahead of time for a more advanced member of the group to do this. This will allow the leader to point out important features of the skill. Failing this plan the leader really has no choice but to perform himself.

The third stage of execution is most important. Here is where time should be spent using sensible drill patterns which are interesting and enjoyable. Everyone, furthermore, should be active. The leader must circulate giving help where needed, providing encouragement and serving as each situation demands.

The result of careful observation during practice will give the leader ideas for the correction-repetition stage. It is folly to move on without building each step thoroughly. A variety of patterns should be used here. Have the group, for example, work in pairs so that a buddy correction system is at work. Invent simple games using a particular skill component which requires extra practice. Participating in a buddy plan helps a camper to recognize and appreciate the parts of a skill.

Recreational activity at the termination of a period of skill learning is sound. It provides a pleasant punctuation point and demonstrates another application of the skill in question while providing motivation for ensuing periods. The last impressions of such an experience, if happy, will certainly colour the tone of those yet to come.

The success of each meeting with campers in a given skill area is also dependent on planning. An outline of the general programme should be made and from this, a series of period outlines. Lack of such preparation can lead to unhappy consequences. Either the campers' experience with an activity leader will suffer from illogical progression, or serious deletions and repetitions may occur, or perhaps the camper will not be exposed to some of the important parts of the activity during his term of stay at camp. Adequate planning can make appropriate use of rainy or very hot days, for which regular programme would be unreasonable or undesirable. It is important *to plan your work* and *then work your plan.*

To help you judge whether or not you are truly a good activity leader the following points are suggested. Would you think about them and see how you "rate"? Remember these are some of the reasons why an effective leader is so highly regarded and so essential at camp and throughout society. President Smith of Washington and Lee University bears out this thought in his statement:

> "... then will it be universally recognized that the true leaders and makers of the nation are not its millionaires, not politicians and manufacturers, nor railway magnates, but those who train and inspire its boys and girls ..."

A. LOOK AT THE CHILD IN YOUR GROUP AND SEE IF THE FOLLOWING POINTS HAVE BEEN CONSIDERED:

☐ Is there evidence of enjoyment and enthusiasm on the child's part?
☐ Is the child interested in what he is doing, and does he know why he is doing it?

- ☐ Is there activity for all children most of the time?
- ☐ Is the activity challenging or vigorous?
- ☐ Is the child working to capacity (honestly trying to produce a high standard of performance)?
- ☐ Has the activity real meaning?
- ☐ Is the activity suitable for the child's age and experience?
- ☐ Is the child given some time to practice and reinforce what is being learned?
- ☐ Is there an opportunity for the child to think for himself and to contribute to the learning experience?
- ☐ Is the child advancing in his skill?
- ☐ Is he increasing in self confidence?
- ☐ Is allowance being made for individual differences?
- ☐ Is there an opportunity for the child to develop creative skills?
- ☐ Is there evidence of social development?

B. LOOK AT YOUR AREA OF LEADERSHIP AND SEE IF THE FOLLOWING POINTS HAVE BEEN CONSIDERED?

- ☐ Are you confident in front of the class?
- ☐ Do you have an optimistic, enthusiastic approach?
- ☐ Do you make clear, concise instructions?
- ☐ Do you speak clearly and give instructions that can be understood?
- ☐ Do you use a variety of approaches both direct and indirect?
- ☐ Do you have the kind of attention and control that will prevent time wastage and frustration?
- ☐ Do you display initiative and originality?
- ☐ Is your work well prepared?
- ☐ Do you have good demonstrations of what you expect your group to learn?
- ☐ Do you provide for much more action than talk?
- ☐ Do you give individual help?
- ☐ Do you help members of your group correct errors to avoid bad performance habits?
- ☐ Do you plan your programme well providing good balance and appropriate organization, taking into account the nature of your group?
- ☐ Do you keep records of achievement from period to period and season to season?
- ☐ Have you taken into account the matter of reasonable progression in your programme area?
- ☐ Do you look after equipment properly and teach others to do so?
- ☐ Do you have equipment ready for use at the beginning of a period and are you on time yourself?
- ☐ Do you make maximum use of time and facilities at your disposal?
- ☐ Are you able to adapt to various age groups that participate in your programme area?
- ☐ Do you check to see that group members are properly dressed for the activity?
- ☐ Do you carefully check safety practices in your programme area?
- ☐ Are you being patient with the child who is unable to progress as rapidly as you did when you learned or as quickly as most members of the class will?
- ☐ Are you certain that your instruction is accurate and up to date?
- ☐ Are you adaptable to varying circumstances and conditions as well as group moods?

—●

# How to Build an Indian Sweat Lodge

*B. M. Taylor,*
*West Vancouver, B.C.*

The Indian sweat lodge was used for cleansing, relaxation and preparation for war. The Indians would prepare themselves for the sweat lodge by ceremony, dancing, chanting and smoking the pipe. It was believed that switching the body, combined with steam, would drive the evil spirit from the young braves, thus preparing them for battle or the hunt.

The construction and use of an authentic Indian steam sweat lodge will prove an exciting experience for campers as well as staff. An igloo-shaped sweat lodge 8 feet in length, 4 feet in width and approximately 4 feet in height is constructed from green willow branches or other saplings. Upon completion of the frame the lodge is covered with heavy canvas and made as leakproof as possible so that steam may be kept within the lodge. A large fire is built outside the lodge, approximately 10 feet from one end. Rocks are heated (red hot) on the open fire and then shovelled into a screen-covered hole located at one end of the lodge. The screen covering is essential to prevent any splitting rocks from flying and striking members in the sweat lodge. Water is then sprinkled on the rocks causing the lodge to fill with steam. When rocks are placed in the lodge one must be sure that ashes or burning sticks are removed as this causes a strong, pungent odour.

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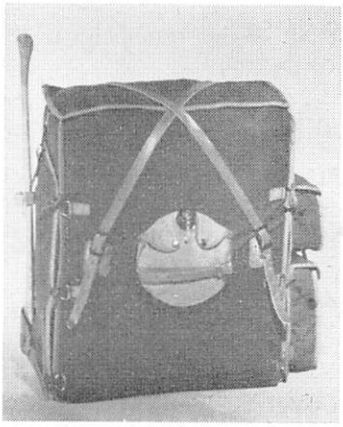

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# Why We Direct A Camp

*May and Lorne Brown*
*Owner-Directors, Camp Deka*

When we decided we would open a private camp for boys in the historic Cariboo of British Columbia in the summer of 1961, we needed, among other things, a statement of purpose that would act as a guide-line to our planning and operation.

The folowing statement, therefore, expresses in concise but specific terms why we direct a camp.

WE BELIEVE—

IT IS THE RIGHTFUL HERITAGE OF EVERY BOY TO HAVE THE OPPORTUNITY OF LIVING WITH EFFICIENCY AND COMFORT IN THE OUT-OF-DOORS AWAY FROM THE DISTRACTIONS OF CITY AND URBAN LIFE.

therefore—we have purposely established Camp Deka on the shores of a beautiful inland lake in a wilderness setting.

THAT CAMPING CAN AND SHOULD BE A TRULY EDUCATIONAL GROUP EXPERIENCE.

therefore—every effort will be made to have boys develop new skills, acquire knowledge, learn to live together, and to mature socially.

THAT BOYS ARE CAPABLE OF TAKING RESPONSIBILITY FOR THEIR OWN CONDUCT AND BEHAVIOUR.

therefore—provision will be made for campers to share in the programme planning and in the formulation of camp rules and regulations.

THAT DESIRABLE ATTITUDES TO BOTH WORK AND PLAY ARE ESPECIALLY IMPORTANT TODAY.

therefore—every boy will be expected to share in camp duties and participate in constructive and recreational activities.

THAT SPIRITUAL GROWTH IS ESSENTIAL TO A WELL-BALANCED LIFE.

therefore—ample opportunity will be given for boys to spend quiet periods by themselves and with others in the woods, on the water, along trails and around the campfire.

THERE IS AN EVER-INCREASING NEED FOR GREATER INTERNATIONAL UNDERSTANDING ON THE PART OF ALL PEOPLES.

therefore—Camp Deka will be open to boys of any race, color, or creed and the programme will include activities international in character; the United Nations flag will fly from the camp masthead at all times.

THAT THE CONSERVATION AND WISE USE OF OUR NATURAL RESOURCES IS OF MAJOR IMPORTANCE IN TODAY'S SOCIETY.

therefore—every opportunity will be given for boys to develop a better understanding of the inter-relationships of nature, and a knowledge and appreciation of the trees, flowers, birds and insects in their natural setting.

THAT THE INDIVIDUAL BOY IS THE MOST IMPORTANT PART OF THE CAMP.

therefore—every part of camp life will be planned to do the most for each camper according to his ability, his interests, and his needs.

THAT TO HAVE FUN IS, IN ITSELF, A WORTHY OBJECTIVE OF ANY CAMP PROGRAMME.

therefore—opportunities will be made for boys to participate in special events solely for the laughter and fun of it.

THAT THE DEVELOPMENT OF LEADERS IS ONE OF THE MOST IMPORTANT NEEDS OF OUR WORLD TODAY.

therefore—through the camp situation and the nature of the responsibilities given to counsellors and staff, we can provide a rich opportunity to develop the highest forms of leadership.

THERE IS A DISTINCT NEED FOR A GREATER AWARENESS ON THE PART OF PARENTS IN OUR PART OF THE WORLD TO SEE THE VALUES OF THE CAMP EXPERIENCE IN THE TOTAL GROWTH AND DEVELOPMENT OF BOYS.

therefore—we hope that through the operation of Camp Deka we will make a contribution to the camping movement.

Perhaps the main reason we are operating this camp is to satisfy ourselves that the above statement will work. We believe it will, and are wiling to make every effort to verify our belief.

—●

# Sermons Under the Sun

## BIBLICAL PAGEANT AT CAMP SHALOM, 1962

*The way in which parts of the Bible were re-created by Camp Shalom.*

*Ben Zion Shapiro*

Camp Shalom made an excursion into ancient history this summer and found the experience both rewarding and exciting.

During the first four weeks of the camp season, the cabins were assigned the names of the Tribes of Israel, and in this way acquired all the attributes of the Tribes as well—banner, symbols, jewel, tribal leaders, all derived from the Biblical account. So too, each cabin became associated with the particular geographic locale in the land of Canaan which was the home of its Tribe.

For four weeks, these latter day Tribes of Israel relived the history of the Jewish people from the Exodus and the wandering in the wilderness to their settlement in the land of Canaan, their eventual conquest and exile by the Romans, and finally the modern return of the Jews to Israel.

About mid-way through the month, a pageant was presented as part of the Visitors' Day programme, depicting this pilgrimage through history. The setting was a natural amphitheatre formed by a rise in ground surrounding the main sports field. The audience sat on the hillside and could look down on the pageant, which spread across the expanse of the sports field at their feet. Behind the sports field could be seen a high rock, which served as Mount Sinai for the purposes of the pageant.

Amidst song and dance, recitation and dramatic scenes, the story began to unfold. Each camper in his own tribal group and regalia prepared himself at the edge of the field, and then at the signal from a Shofar, or ceremonial trumpet, the massed Tribes advanced on to the field and occupied their positions on a large map of Israel outlined on the field. In the centre of the field was the stage—a platform surrounded by four poles with brightly ribboned decorations used to depict the Temple in Jerusalem at the appointed time. To the left of the stage were the walls of Jericho which were destined to fall as a group of campers paraded around them with the appropriate fanfare and shouting.

But the high point of the programme came when Moses suddenly appeared, high on the rock beyond the field, bearded and robed, tablets in hand and began to intone the text of the Ten Commandments. As if to provide the most fitting and awesome background to these spoken words, Nature conspired to heighten this climactic moment. Gathering clouds in the Eastern skies began to rumble with distant peals of thunder and an audible gasp spread through the audience.

Everyone agreed that history had truly lived again.

—•

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# *The Use of Tumplines for Portaging Canoes*


*J. D. Scott,*
*Camp Wanapitei*


Most people familiar with tripping have used a tump-line for carrying a packsack or bed roll, but very few will have used one to portage a canoe. The practice of using tump-lines on canoes is followed at camps on Lake Temagami, almost without exception, and at some camps in the province of Quebec. This idea for carrying heavy loads originated with the Indian tribes of the area before the coming of the white man and was adopted by the French Voyageurs on their long canoe journeys from Montreal to Lake Athabaska.

The principle involved in tumping a canoe is the same as that of using a tump on a packsack. That is, to take some of the weight off the shoulders and to place it on top of the head, or directly down the spine. A person can support a large weight more easily if the load is centred down his spine rather than if it is 'hung' on his shoulders. For most people the difficulty in carrying a canoe is not the weight, but rather the control of the large bulk. The tump is a help in this regard. When going up a hill, the tump, on the top of the head, keeps the canoe from slipping backwards taking the portage thwart off the neck and thereby making the canoe somewhat stern-heavy. The same is true, to a lesser extent, when coming down a hill; there, the tump takes most of the weight and keeps the portage thwart from digging into the back of the neck.

The rigging of a tump is not difficult once the canoe has been readied for portaging with two paddles lashed so that the bases of the shafts or tops

of the blades rest on the thwart and the tops of the shafts rest on the bow seat or bow thwart. The tumps used for canoes are much like those used for packsacks except that the straps attached to the ends of the actual head-piece are much longer; a length of four feet on each side will suffice. The tump is laid across the paddles so that the wide leather head-piece hangs down between the paddles. The ends are run around the thwart on each side between the paddles, and the gunwales are usually in a 'clove hitch' so that the length between the paddles stays constant. The ends of the tump are secured to the gunwales so that there are no loose ends dangling about. Now, when the canoe is flipped for carrying, the tump will come right over the top of the head. The length of the tump between the paddles should be such that when the canoe is held at a convenient angle for walking, there is an even distribution of weight between the paddles on the shoulders and the tump on the top of the head. By pulling the canoe down in front, the distribution of weight is altered lifting the canoe completely off the shoulders. Similarly raising the bow puts the weight back on the shoulders. This, in effect, enables one to take a rest while walking and thereby lengthens the distance one can portage without a rest.

At the end of the portage, the tump is left attached to the canoe and the paddles are removed as usual. At the next portage, the paddles are slipped back into the lashing on the thwart and under the tump and tied in; then, all is ready again.

Almost any form of shoulder-pad arrangement can be used in conjunction with a tump and paddles. A sweater or shirt across the shoulders is a help.

Once a person gains some experience in using a tumpline on a canoe he will never want to portage without one.


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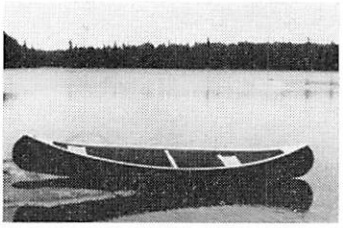

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# CANOE TRIPPING

*A condensation of a Panel Discussion at the O.C.A. Conference, 1962*

*Mr. P. G. Gilbert, Camp Nominingue*
*Miss Jocelyn Palm, Glen Bernard Camp*
*Mr. J. D. Scott, Camp Wanapitei*
*Mr. C. R. Blackstock, Camp Mazinaw*

*PGG* The trip leader's primary duty is to give his campers a few days of enjoyment in the woods, bringing them back happy and healthy. He must have a sense of responsibility, considerable skill, lore and fact of the forest, and a thorough knowledge of the capacity of his equipment. In reality, the success of the trip depends upon his experience and good judgment more than anything else.

He must plan a trip that will not overburden the campers, presenting to them a challenge which he can place within their reach by his conscientious preparation and organization. The equipment he chooses, his menu, and the nature of the food he takes are directly related to the basic object in tripping.

The "Gimmick Hunter" on the one hand, bringing with him most of the comforts of the city, can ignore the very nature he is supposed to enjoy; while the "Imitator of Voyageurs" is fighting nature every stroke of the way. Somewhere between these extremes lies a philosophy for each individual and camp, neither ignoring nature nor fighting it, but making use of everything it can offer.

## EQUIPMENT

*JDS* What do we ask of a piece of trip equipment? It must be simple and foolproof, neither difficult to operate, nor easily broken. Every item must have a definite purpose during the trip and be in good shape at the start. The canoe, for example, should have a smooth bottom, taut canvas, strong thwarts and seats, and the tumpline securely attached. If campers and counsellors learn how to avoid scraping it on rocks, and manhandling it on portages it will still be in good shape at the end.

Paddles should be strong at the neck of the blade, with a straight grain and not split.

Packs must be large enough to accommodate all the food and equipment. Tents should provide enough space to shelter everyone on the trip, and there should be enough tarpaulins, (rubber or canvas) to put under everyone's sleeping bag.

*CRB* We feel that nature is a pretty good equipper: we are close to the voyageurs really.

Instead of using tents, we have suggested that our children buy jungle hammocks. They take very good care of them.

*JDS* Every trip needs a real axe with a good long handle, and each person should have a knife of some kind.

For cooking we use a nesting set of three pots with plates and frying pans in the bottom. Sixteen-ounce pannicans can replace the cups and plates. A reflector oven or aluminum foil is needed for baking.

Don't forget the first aid kit, compass, map, matches (in a waterproof container), canoe repair kit, scouring pad, file, cord for lashing, toilet paper, a flashlight, two watches, notebook and pencil; and learn how to use them all.

Travel permits are usually necessary.

Cameras, maps, and certain kinds of food can be ruined if allowed to get wet, and should be protected in cheap plastic bags.

Bulk foods can be carried in cotton bags.

*CRB* Our campers begin their participation in the trip by making their own pots from large tin cans.

## CLOTHING

*JP* In deciding what clothes to take, consider these factors. Clothing should be in good condition, clean, but not new. Each camper should have one complete change. Always take raincoats and hats for the inevitable wet weather. Rubber and nylon are the best materials. In cold weather a wool shirt or heavy sweater is much warmer than windbreakers or clothing made from artificial fibres.

*Q* What do you think about taking along extra clothing for campers who get soaked or leave things at a campsite?

*turn to page 108*

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with the co-operation of Margaret Govan, Elizabeth Raymer, Joyce Bertram, Flora Morrison, Kirk Wipper, Elsie and David Palter.

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Nobody grows old by merely living a number of years. People grow old only by deserting their ideals. Years wrinkle the skin, but to give up enthusiasm wrinkles the soul.

Worry, doubt, self-distrust, fear and despair — these bow the head and turn the growing spirit back to dust.

Whether 60 or 16, there is in every being's heart the love of wonder, the sweet amazement at the stars and the starlike things and thoughts, the undaunted challenge of events, the unfailing childlike appetite for whatnext, and the joy of the game of living.

You are as young as your faith, as old as your doubt; as young as your self-confidence, as old as your fear; as young as your hope, as old as your despair.

So long as your heart receives messages of beauty, cheer, courage, grandeur and power from the earth, from man and from the Infinite, so long are you young.

When the wires are all down, and all the central places of your heart are covered with the snows of pessimism and the ice of cynicism, then, and only then, are you grown old indeed, and may God have mercy on your soul.

"Live every day of your life as thought you expect to live forever."

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# LOST AND FOUND

*The Shadow Tip method of finding direction.*

*J. C. Moore,*
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No one should ever go into the woods or a strange country without knowing the direction they must take to get out. With this knowledge they require only a dependable way of finding which direction is north, south, east or west. With knowledge of the terrain, a compass and knowledge of how to use it, one should never become lost. But many times we hear "I lost my compass", or "my compass wasn't working".

The army, air force, Boy Scouts, outdoor organizations and campers have been using compasses and a variety of other methods to locate direction with the stars and sun. You can pretty well depend on the stars at night for direction. Using simple terms it is easy to tell a camper where the Big Dipper is—follow the line opposite the handle and you'll find the North Star. (I'm told the degree of error is slight and that it will be thousands of years before we have to worry in this respect!)

But much as I hesitate to admit it to a camper, the other commonly known and used methods of finding direction are subject to considerable error—most require time, care, equipment and knowledge. When in the bush, doubt and panic are all too close at hand, so that I have always told campers that they can depend on their compasses providing the needle is free to turn. Unless, however, you know what cor-

rection to make for magnetic variation, a compass can lead you astray by as much as 55° to 90°.

The common method of using a watch and the shadow of a match stick—where the hour hand is pointed to the sun and halfway between the hour hand and 12 o'clock is south is dependent on many factors—is the watch right? What about daylight saving time?

The watch and match stick method is based on the assumption that the sun moves 15 degrees per hour. In Washington D.C. in June at mid day the sun moves 72 degrees in two hours. Differences in latitude, date and time can cause error up to 175 degrees.

There's the shortest shadow method —where a stick is placed in the ground. It requires constant watching over a period of time and works only at mid day.

The equal shadow method where a circle is drawn around the vertical stick, requires morning and afternoon readings — constant attention to see when the shadow intersects the circle and then measurements and mathematics.

The hour method entails marking the shadow point in the morning and again exactly six hours later, an accurate watch and a great elapse of time.

If your confidence has now been thoroughly shattered don't panic, for there is a new dependable method. Bob Owendoff, a 17 year old Boy Scout of Falls Church, Va., spent a 4 hour period with a group of Scouts—I don't want to admit they were lost, but they were certainly not sure of direction. Bob was familiar with several accepted methods of finding direction but something had gone wrong.

*turn to page* 107

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# Highlights of The Canadian Camping Association Annual Meeting

The Alberta Camping Association Annual Meeting
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Banff, Alberta  January 23 - 26, 1963

*An historic occasion . . .*

—the first C.C.A. Annual Meeting ever held in the West.
—the first time a Western Executive and office have been chosen.
—the first time the Alberta Association has chosen a lady president.

There were 99 delegates registered: 8, Manitoba 4, Saskatchewan 9, British from Nova Scotia 1, Quebec 7, Ontario Columbia 10, Alberta 62.

The Alberta slate nominated prior to the meeting was elected the Canadian Camping Association Executive:

President: Dr. W. D. Smith, University of Alberta, Edmonton.
Vice-President: Mr. Jack F. Way, Boys Clubs of Calgary.
Treasurer: Rev. Donald Wayne, Calgary Presbytery, United Church Camp Committee.
Secretary: Miss Eleanor Logan, West Edmonton Y.M.C.A.
Executive Secretary: Mrs. Jean V. Boettger, Calgary.

They have the good wishes of all C.C.A. members.

The commercial exhibits were excellent, and this included lots of "free samples" in eats and drinks.

Jim Scott, Regional Boy Scouts, arranged for a fine array of free gifts and literature for all.

Rufus Good Striker, Blood Indian Chief from Cardston, accompanied by a tribal councilman, added much colour and entertainment.

A square dance with local orchestra's music, a delightful bus tour, superb skiing, a grand banquet, stimulating sessions, inspiring speakers, and a heart-warming camaraderie, all made this a tremendously worthwhile conference.

Congratulations go to the new Alberta Camping Association Executive:

President: Mrs. Eleanor Albrecht, CGIT Pigeon Lake Camp, Edmonton.
Vice-President: Mr. E. F. Johnston, Camp Chief Hector, Calgary.
Treasurer: Miss Ruth Constable, Camp Kinnaird, Calgary.
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*from page* 105

On his arrival home Bob studied all known methods and found them generally complicated and unreliable. As a result of his study Bob has invented a method of finding direction that is simple, quick, accurate and dependable. He calls it the "shadow tip" method. It has been acclaimed by mathematicians and astronomers. It has been enthusiastically accepted by the U.S. Army and Air Force after 50,000 field trials with an average of only 8 degree error.

BOB'S SHADOW TIP METHOD

Drive a stake vertically into the ground, allowing a three foot projection above the ground level. Mark the tip of the shadow on the ground; wait a while, ten minutes is sufficient—then mark the spot where the tip of the shadow is then resting.

Draw a line between these two points —it is always east and west with the second point always being east.

There is rarely a day that it is not possible to get a shadow. On a dull cloudy day if necessary select a spot of ground well out in the open. A light sandy or snow covered spot is best. It might even be necessary to spread a light coloured blanket or even old newspaper or other light coloured material to get the shadow to show up.

Then remember—

—a vertical stick at least three feet above ground level.
—mark the point of the shadow.
—wait a short interval, 10 minutes is enough.
—mark the spot where the tip of the shadow is now resting.
—draw a line between the two marks on the ground.
—line is always east and west.
—The second point is always east.

You can lose, break or forget your compass or watch; Bob Owendoff's "shadow tip" method is simple, quick and dependable.

—•


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*from page 101*

*JP* I don't see any point in it. If everyone has a change of clothing and each campsite is checked carefully before you leave, the problem will not arise. Incidentally, it is a good idea to consider the weather forecast when deciding what clothes to take.

## SAFETY

*JP* Safety, as an attitude, can be brought home to the campers through the example set by the staff. Check an unknown area before the campers swim there. One alert staff member must remain on shore as a lifeguard. When on the move, keep the canoes relatively close together and allow no shifting around in them. These are obvious ways of emphasizing safety, but it is just as important to remember safety with regard to your equipment too. Judge carefully the load-carrying ability of your campers, as well as that of your canoes. It is very dangerous to overload either of them.

While it is a good idea to carry a minimum of equipment, some things must be included for general safety and everyone's well-being. Protect yourselves and the rest of your equipment from sharp objects, by keeping axes and knives in strong sheaths; and avoid the danger of broken glass by taking food in soft plastic containers instead of glass jars. Always take a first aid kit. It need not be elaborate, but should include bandaids, sterile gauze, adhesive tape, absorbent cotton, mild antiseptic, burn ointment, aspirin, scissors, and a needle or two for removing splinters. This kit should be completely waterproof.

*Q* How do you keep first aid kits readily available?

*JDS* We put ours on the top of a specially marked pack.

*PGG* Our counsellors carry the first aid kit, with the map, compass, matches, and many other odds and ends in a small pack. At about fifteen pounds this is not a significant addition to the eighty pounds of canoe they normally portage.

*Q* Where does first aid stop, and when should you go for help?

*CRB* The first aid kit is only a convenience. If any serious illness or injury happens, go for help immediately, particularly if your training and the first aid supplies are not enough to cope with it.

## PREPARATION

*JP* Both PG and I take time before the campers go out on a trip to demonstrate how the equipment is used. Each camper has a chance to see and practise a variety of camping skills. This makes them familiar, at least, with the processes of pitching a tent, packing, firelighting, and the preparation of certain types of food.

*PGG* The demonstration gives the counsellor a chance to estimate the ability of his campers.

*CRB* Taking them on a one or two meal outing will whet their appetites for more and give them the required practice.

In preparing the children for the trip, we insist that they be able to swim 50 yards, light a fire in the rain, use an axe, and paddle reasonably well. In many camps the trip is regarded as a privilege, and the campers must accept the responsibility of preparing themselves for it.

AUDIENCE: I feel that the basic philosophy which treats canoe tripping as a privilege is wrong. Tripping should be the right of every camper.

*CRB* I agree, but they must earn that right before they can go.

## PACKING

*PGG* In canoe trip packing, a definite quantity of supplies must be distributed among a given number of people, forming a single load for each of them, if possible. The loads need not be equal, but should be reasonably balanced to the capability of the individual. When using packs exclusively, try to spread food, clothing, and equipment through all of them. Sleeping bags and the tent should be folded flat and used in each pack to pad the camper's back. Clothing can fill the corners as the packing proceeds. Staple foods in cotton bags should be put on the bottom, followed by tins, tightly and carefully placed. At this point the pots might be put in one pack, the bread, well cased in cardboard, in another, packages and unsealed tins filling the rest. Fold in a tarpaulin, and top it off with a raincoat. Remember to keep the lunch separate from the rest of the food. The counsellor should keep all the incidental and emergency equipment in a small pack under his direct supervision at all times.

## RETURN

*CRB* It is the sign of a good camper and a successful counsellor to bring back all equipment in good condition. To complete the trip properly the unpacking and cleaning should be planned beforehand. Hang wet clothes on a line immediately. Have all injuries, however slight, and signs of illness checked by the doctor. Clean all the equipment and return it to the storeroom in an orderly manner. It is a satisfying ending to the trip to have everything cleared up and put away efficiently.

*JDS* We ask all trips to file a report, for future reference. Its purpose is to give information on campsites, portages, rapids and other difficulties that might be encountered.

*CRB* The report is also a chance to rate the campers on their ability, skills, and their reaction to the trip.

*PGG* An account of the trip, written by the campers themselves, can be very interesting to read, as they are usually brutally honest. More important, though, it gives them a sense of their participation in the trip, and a tangible record of where they went and what they did.

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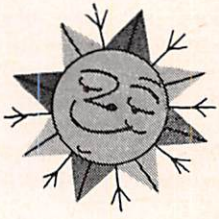
# The Stars will Guide You

Each Christmas season, you hear the wonderful story of a Star and how it guided the shepherds to Bethlehem where Jesus was born. Have you ever been guided by the stars?

Walking along a street or across a field or through the woods, a sign, a gatepost or a tree may serve as a guide. But imagine that you are sailing on a ship or flying in an aeroplane high above the clouds. Suddenly, you are aware that all familiar objects have disappeared.



Not all objects have gone—there is the sun still visible. At night, you would see many stars. The sun is also a star, our most important star, giving us light and heat and most useful as a guide.

A ship or an aeroplane is navigated by sightings on the sun or a star. Sailors and aircrew must fix on these objects, then find where they are and in which direction they should travel. Certain bright stars are sighted on more than others in navigation. A map of the sky helps you to find the star used.

The winter is our best season for studying stars as it gets dark very early then and long before bedtime the stars appear; in summer it is very late

before the stars are visible. As you view the sky, you will be aware that some groups of stars are easier to see than others; these are the brightest stars in a constellation. A constellation is a sub-division of the map of the sky.

The seven stars in the Big Dipper make a familiar outline. Other groups of stars form the patterns of a square, a triangle, a diamond and a cross. These are not as easy for a beginner to identify nor as important in finding direction.

Some of the stars in the Big Dipper are brighter than others; the two forming part of the bowl are called the Pointers, and are almost the brightest. If a line is traced through these two stars and extended by about five times the distance between them, this line passes very close to the pole star—Polaris. See how easy it is to find Polaris; the pointer stars have guided you in finding the direction of North.

At this time of year, you should try to find the square of Pegasus in the west and the beautiful constellation Orion in the southern sky, with three bright stars shining in a central belt. The stars will guide you once you know a few constellations.

*Reprinted from*
*The Young Naturalist*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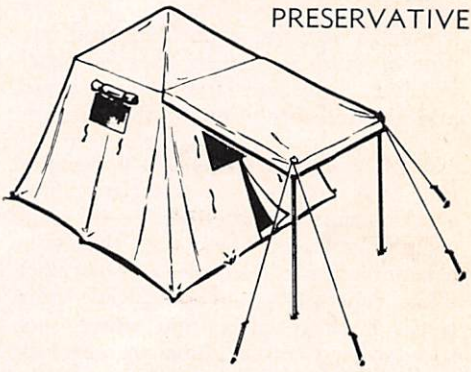

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# The Case for Camp Swimming Classification Tests

*Alex Ashenhurst,*
*Camp Pine Crest*

A test is one of the most traumatic experiences that we undergo in our process of maturation. It can be the source of headaches and ulcers. It follows, therefore, that any testing programme for children should be the result of a carefully considered design. This article deals with the importance and purpose of camp swimming tests for classification, how they may be designed, and the interpretation of their results.

With a few exceptions, it is essential that any camp with a waterfront have a specifically designed series of camp swimming tests. These tests should be carefully graded, simple and succinct. This generally rules out Red Cross tests, YMCA cards, and other such standardized tests. These are carefully graded, but their content is far too massive for use in classification of swimmers. Also a few days are often required for instruction, and time is wasted with administrative details. It is not advantageous to have all your waterfront facilities standing idle while potential users are waiting to be qualified. Some campers may have passed adequate tests in previous years, but these are often in the minority. Let us look a little more closely at the purposes of classification tests and the principles upon which they should be designed.

These tests benefit both the campers and the staff members. It is important not to ignore the psychological aspects. Many articles have been written about the emotions and fears, the needs and drives, and the social adjustments which confront the delicate emotional balance of growing children. Passing a test is the goal of the camper and to him achievement means recognition from his friends and parents. On the other hand one cannot make the tests too easy or else he will become overly confident of his swimming prowess. He must be able to appreciate the fact that the test was not a "breeze" and in this way we hope he will respect the water. The importance of passing is also reinforced by the additional waterfront privileges which are made available with success. Such suggestions should be kept in mind in developing the swimming tests.

Camp swimming tests benefit the staff. The staff base a good deal of their programme on the swimming ability of their charges. The counsellors want to know if a boy has the swimming ability safely to go canoeing, sailing, or on a canoe trip. The waterfront staff want to know what swimming area a boy can safely handle, or whether a boy is in dire need of extra swimming lessons. These people do not want to find this out next week, they want to know this the first or second day of camp. This indicates tests which are simple and fast to administer. It does not matter whether a boy can do fifty yards butterfly, a perfect jacknife, or a right-handed reverse rolling log. If tests are simple the counsellors themselves can do all the testing under the direct supervision of the waterfront personnel. The effectiveness of the regular swimming lessons can be determined as the camp swimming tests are passed throughout the season. The waterfront staff announces the success of their pupils in the dining hall. If, of course, the swimming lessons are not producing results, steps can be taken to intensify and improve the

lessons before the more formal Red Cross and YMCA tests are attempted.

Camp classification tests help the camp director to classify boys when they are re-applying for the following year. If the campers' swimming tests have been indicated on his application form it is a help in arranging harmonious and homogeneous cabin groups.

With this background, I will now describe the swimming tests at the camp with which I am associated. We have only four basic swimming tests called the A, B, C and D tests. Although the naming of them is partly tradition, we have kept on with this simplification for other reasons. It is much easier to keep our records as we can write down "B" test, rather than "frog" test or "barracuda" test. It is simpler to tell what stage of progression a boy has reached, and outsiders can understand this system more easily.

The D test is the first and the easiest test. This consists of jumping into deep water off a dock, surfacing, and swimming twenty-five feet to a buoy line and back. This test serves two purposes. Firstly, it is used as an orientation test on the first day of camp. Since most of the campers arrive by noon, the counsellors make sure that their boys have a medical check-up and then they all attempt their D test. This enables the waterfront staff quickly to assess the swimming ability of all the campers, carefully note the non-swimmers and determine which boys are in immediate need of swimming lessons. We may also see that a non-swimmer has been inadvertently put in a cabin of powerful swimmers and it may be considered wise quickly to move this lad to a more suitable cabin group before he is settled in. Secondly, this test is a stepping-stone which theoretically converts a non-swimmer to a swimmer. Although this advancement is mainly of a psychological value, nonetheless, it is of vital importance. Throughout the camp, recognition is made of such an achievement and it evokes a considerable amount of satisfaction in the camper.

Most people can vividly remember the first time they swam in deep water and we feel that it creates an attitude of respect for deep water. Our camper now knows that he is progressing and his next goal is his C test.

The C test consists of jumping into deep water, swimming twenty-five yards on your front and then twenty-five yards on your back. Like the D test, the privileges gained are rather superficial because one cannot say that a C tester is a good swimmer. One reason for including the swimming on the back is subtly to discourage overconfident D testers from wanting to advance too quickly until they have had more swimming lessons. Back sculling is much easier to do than the crawl and a camper at this stage should have at least one resting stroke.

The B test is the first indication that a swimmer has some degree of skill. To pass it, a camper must swim a distance of 220 yards across an open bay accompanied by a boat and two staff. Any stroke is permitted unless it is really pathetic. Since the bay is quite deep and the swimmer is a considerable distance from shore we feel this test is much more valuable than swimming this distance in a pool. With success, the camper's privileges are vastly increased. A camper with a B test is allowed to go out in sailboats, canoes and in certain circumstances he may go on a short canoe trip.

Jump into deep water wearing pyjamas and high laced running shoes, remove this clothing in the water, tread water thirty seconds with hands out of water, swim one quarter mile across an open stretch of water, and a camper has passed his A test. If one has never attempted to swim with clothes

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on, one cannot easily appreciate the difficulty of trying to stay afloat in such a situation. This is the feeling that the camper should experience since most boating mishaps will occur when people are fully clothed. The removal of clothes is more of an exercise than anything else since the swimmer should hold on to his boat or canoe. However, it could prove useful. If an individual is able to carry out these steps including the feet-only treading water, this person has learned how to relax and conserve his strength in the water. Relaxation is the ultimate aim for proficient swimming and it is felt that an A tester is approaching this objective. To substantiate this, over the past five years not one instance has been recorded at our camp where a boy failed the swimming part of the test after passing the first part. Believing that this test serves its purpose, "A Testers" are allowed to go on canoe trips, they may try higher canoeing tests and may participate in virtually any waterfront activity. Purposely, this test is somewhat overdesigned. An occasion where a boy would have to swim one quarter of a mile would be very rare, but one is really assured that such a boy could swim a few feet to his overturned canoe and hold on for a while until help arrived.

These are our camp swimming tests. Again, it must be emphasized that they are designed for a waterfront orientated camp, with an age range of eight to fourteen years. Not all camps could use them. Some camps could use no part of them at all, while camps which cater to a younger age group would probably modify them.

As a prerequisite to organizing and maintaining a safe and progressive swimming programme, it seems absolutely essential to have camp swimming classification tests. The essence of their effectiveness is their *simplicity* and this is the fundamental criterion upon which they should be designed.

—●

*from page 85*

the hourly shots while the director finds himself involved more and more only in major surgery. By the time a problem has grown large enough to reach the director, it is too far advanced for swift cures. Too often the staff come to the director for the "magic wand" treatment. All their efforts have failed so they bring him to the director for a "laying on of the hands", for a miraculous cure.

The director's role should be a preventative one, not just a curative one. Too often the harried director really only meets and deals with "problem campers". The good, the normal camper has little contact with the most important influence in camp. Is this really fair?

The director has so much to offer the campers. Whether we like it or not, there is an aura that hangs about us, generated by the status of our position. From this special position we can touch many young people, campers and counsellors, so that their lives may be richer and fuller because they have known us.

In a world that is fairly barren of guiding lights, we could help uncertain youth over the moral shoals they are encountering. In a world that needs people who can listen to, talk to, and by example influence the lives of young people positively, we are really derelict in our responsibilities as camp directors when we pass along these most important functions to other and usually younger and less experienced staff members.

We need help, but instead of hiring so many assistants between us and the campers, let's hire them to back us up. Why not consider hiring a business manager who will relieve us of those 101 time-gnawing tasks of maintenance, supply and purchasing. Or we may need to hire a full-time maintenance man or even an assistant for our

*turn to page 118*

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# BOOK REVIEWS

RAINY DAY FUN FOR KIDS by Claire Cox; Association Press (in Canada, G. R. Welch Co., Toronto) 1962. $4.30.

When it rains and rains, and the cry goes up, "What shall we do now?" what *do* you do? Quite often there is an assortment of materials at hand, and when you lay them out invitingly in a suitable space, children's creativity takes takes over or can be launched with some ingenious suggestions by an interested adult.

However, both children and adults can run out of ideas when faced with a long session of rain. In this book Claire Cox describes 505 games, tricks, things to make, quizzes and skits. She arranges them alphabetically in Chapter 5. Out of all this how do you find what you want? Her approach is this: she devotes Chapter 2 to *Which of These Situations is Nearest Yours?* Each situation is followed by an alphabetic list of appropriate activities to be found in Chapter 5. A few situations seen at random are: *Is the Picnic, Hike or Cookout Rained Out?, Do You Want to Make Silly Creatures?, Will a Few Stunts and Challenges Make Your Group Forget the Rain?*

Chapter 3 goes into *What's on Hand?* The author lists a variety of materials and under each suggests suitable activities from Chapter 5. While she does include clay, cones, pebbles, sand, feathers and seeds, most materials are not indigenous to camps and would have to be obtained beforehand. Chapter 4, *Where You Can Find What You Need,* includes friends, magazines and newspapers, neighbourhood and local businesses, pamphlets, and she indicates where you could write for many specific materials. Although some "scrounging" at camp could be rewarding, most of the sources would need to be tapped in advance.

While some of us would probably prefer to have resource books of activities organized so that we find craft ideas in one chapter, table games in another, party preparations and favours in another, and so on, this would be a helpful book if you could start from your situation or what materials you had available at the moment. The suggested activities range from preschool level to teenager in the hope of assisting any recreation worker whose outdoor programme is "rained out".

D.M.D.

THE LONELY LAND by Sigurd F. Olson; Alfred A. Knopf (In Canada, McClelland and Stewart, Toronto 16), 1961. $4.95.

A dramatic account of a thrilling canoe trip down 500 miles of the Churchill River by a group of six men, fired with the romance of the old *voyageur* life. There are vast stretches of country across the Canadian Shield where rivers and lakes are still as wild and beautiful as when the brigades of fur-traders made their annual journeys to exchange trade goods for furs from the Northwest. Such is the setting for this trip from Ile à la Crosse in Saskatchewan to Cumberland House on the Manitoba border.

Each of the men had a unique contribution to make to the venture, in skill and interests, even though—with

one exception—their professions were business or diplomatic. The exception was the author, one of the best-known living woodsmen of the continent, called by his party *"Bourgeois"*, title of the *voyageur* brigade leader. Journals of the early explorers of the route they travelled were carried by Eric Morse, Executive Director of the Associated Clubs of Canada, who would read aloud by the campfire at night.

At every chapter heading Frances Lee Jacques has sketched the scene in an exquisite pen-and-ink drawing, and this is followed by a quotation from the diary or journal of one of those intrepid explorers who knew this route—Alexander Mackenzie, George Simpson, David Thompson, Alexander Henry, etc. The shooting of white water rapids, the routines of canoe-trip life are delightfully outlined, and would fire both counsellors and senior campers with enthusiasm for that most stimulating of all camping experiences, the canoe trip.

As Olson puts it, "If a man can pack a heavy load across a portage, if he can do whatever he has to do without complaint and with good humour . . . if he can somehow keep alive a spark of adventure and romance as the old-time *voyageurs* seem to have done, then any expedition becomes more than a journey through wild country. It becomes a shining challenge and an adventure of the spirit."

D.M.D.

*Editor's Note*—When Mr. Eric Morse addressed a meeting of Hunters and Anglers in Toronto January 28th this year, Mr. Jack Ridley, Chairman of the Quetico Foundation, introduced him as a keen historian and authority on the life and travels of the early explorers and *voyageurs* of Canada. The speech that followed was full of fascinating information. Any camp group would be fortunate to hear him or to see his pictures of such canoe trips as this one through *The Lonely Land.*

A COOL CURVING WORLD, by R. B. Miller; Longmans Canada Ltd.; 1962; $5.25.

A book for your camp library. Counsellors and older campers will enjoy reading it. Parts would be excellent for reading aloud around a campfire on a canoe trip.

Dr. Miller is a biologist, whose scientific interest is fish and "other creatures which live with them or on them." His outdoor laboratory includes Algonquin Park, Lesser Slave Lake, Great Bear Lake and George Lake in the eastern Rockies. He describes his adventures of travelling through the wilderness, human and animal encounters, camping practices born of necessity. He also tells us a great deal about fish life and problems of conservation, disease and governmental efforts to preserve waterways and water life.

Dick Miller's humour and his comments on how to live properly and comfortably in the outdoors will be of special interest to camp people. He describes a young man who had read too much of wood lore and insisted that living outdoors meant roughing it for roughing it's sake. Whereas, "genuine dwellers in the woods, men like trappers, timbercruisers, rangers . . . try to manage to be as comfortable in the woods as they would be if they had stayed at home. Only enthusiastic amateurs feel that if you are being comfortable, you are being sissy."

M.L.N.

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# KAMP KAPERS

She was very young, very pretty, and very much in love. She just couldn't help telling the other counsellors about him. He was special, unique, and hers. She had a ring to prove it. Nothing like this had ever happened before. The counsellors were tolerant, up to a point. However, there is a limit. Then someone had *the* bright idea. *She* was scheduled to do the flag-raising on Thursday morning. If they made a few preparations. . .

Wednesday evening the flag was removed from its place, unfolded, refolded and returned. Half-a-dozen counsellors, all giggling, went their various ways. It was a wonderful scheme. But, next morning *she* had a headache —a real one. So, it was the director who took flag-raising. Six counsellors gasped; then stood rigidly at attention, their faces dead-pan. The three juniors in the colour party marched forward, in solemn dignity and out of step. They came to a halt; the centre one gave the flag a yank, and it broke open. Tiny particles of coloured paper in a shower came gently down onto the heads of the three small and mystified campers, and the not-so-much mystified director. (There must have been two whole packages of confetti in that flag —some of it lay all summer beneath the flag-pole!) O well, it might have been the egg which found its way into a flag at another camp! —•

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*from page 115*

maintenance man if the burden is too great. We might even consider delegating some areas of these responsibilities to other staff members who have a flair for business management.

In short, let them handle the plumbing and the logistics while we get back to the *raison d'etre* of camping, the campers.

—•

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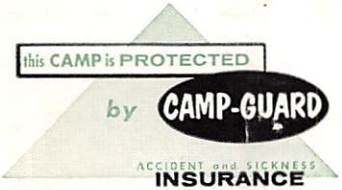


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